

SPSA 2017-18

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Oak Grove Elementary District

Miner (George) Elementary

The District Governing Board approved this revision of the School Plan on:

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Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
» SUBJECT: Mathematics					
› GOAL: Mathematics					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$1,786.00		
			\$1,786.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$3,088.00		
			\$3,088.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program Results	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: Reading/Language Arts					
› GOAL: English Language Arts					
› LCAP GOALS:					
• All students will be proficient in meeting and/or exceeding all Common Core State Standards.					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$139,837.00		
			\$139,837.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$2,000.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$2,000.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Classroom Supplies and Materials	07/03/2017	06/29/2018	\$4,000.00		
			\$1,000.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$3,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$2,312.00		
			\$312.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$2,000.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$750.00		
			\$750.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Staff Development	07/03/2017	06/29/2018	\$20,000.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$5,000.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$15,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff & Parents	07/03/2017	06/29/2018	\$15,351.00		
			\$14,851.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$500.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
			\$0.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
› ACTION: Monitoring Program Results	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: School Climate/Parent Engagement					
› GOAL: School Climate					
› LCAP GOALS:					
<ul style="list-style-type: none"> School and classroom environments support learning, creativity, safety and engagement. 					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$500.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$500.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$0.00		
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
» SUBJECT: English Language Development					
› GOAL: English Language Development					
› LCAP GOALS:					
<ul style="list-style-type: none"> We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs. 					
› ACTION: Alignment of Instruction	07/03/2017	06/29/2018	\$0.00		
› ACTION: Strategies and Materials	07/03/2017	06/29/2018	\$4,531.00		
			\$1,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
			\$3,531.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Extended Learning Time	07/03/2017	06/29/2018	\$0.00		
› ACTION: Increased Opportunity	07/03/2017	06/29/2018	\$0.00		
› ACTION: Staff Development	07/03/2017	06/29/2018	\$9,672.00		

Goals and Actions	Start Date	Completion Date	Amount	Fund Source	Fund Source Code
			\$4,672.00	ACTION: NCLB-Title I, Part A, Basic Grants Low Income and Neglected	3010
			\$5,000.00	ACTION: Local Control Funding Formula State Compensatory Education	790
› ACTION: Involvement of Staff and Parents	07/03/2017	06/29/2018	\$0.00		
› ACTION: Auxiliary Services	07/03/2017	06/29/2018	\$0.00		
› ACTION: Monitoring Program and Results	07/03/2017	06/29/2018	\$0.00		
Total Annual Expenditures for Current Site Plan: \$203,827.00					

GOALS

» GOAL: MATHEMATICS

GOAL AREA: MATHEMATICS

LEA Goal:

- Students will be proficient in core subjects.

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

- All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal Statement:

Based on the Common Core State standards (CCSS), Miner students will become mathematically proficient students. They will analyze, make conjectures, monitor and evaluate their progress, explain correspondences, justify their conclusions, communicate them to others and respond to arguments of others.

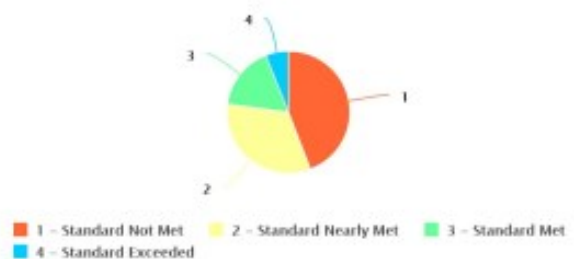
What data did you use to form this goal (findings from data analysis)?

California Assessment of Student Performance and Progress (CAASPP), iReady, District determined assessments, and other performance based assessments were used.

Performance Level Summary	#	%	
Number of Students Tested:	249		
1 - Standard Not Met	110	44.18%	<input checked="" type="checkbox"/>
2 - Standard Nearly Met	82	32.93%	<input checked="" type="checkbox"/>
3 - Standard Met	42	16.87%	<input checked="" type="checkbox"/>
4 - Standard Exceeded	15	6.02%	<input checked="" type="checkbox"/>



By Performance Levels Chart



What did the analysis of the data reveal that led you to this goal?

Upon analyzing the CAASPP, Engage New York Module Assessments, iReady Math Assessments, and number talks, we note that students need to deepen understanding of number sense and place value, which are foundational skills to higher level mathematics. We are focusing on the constructed responses to ensure students are able to construct viable arguments and justify their answers in math. We find they are able to do the math problems, but have difficulty explaining their reasoning.

What process will you use to monitor and evaluate the data?

Professional Learning Communities/Cycle of Inquiry (PLC/COI) discussions, Administration/Teacher meetings, Continuous Equity Improvement Team (CEIT) meetings, Support Team Meetings, Grade level meetings and planning sessions with coaches all will be used to monitor and evaluate the data.

Strategy:

Strategies include Number Talks, Mathematical Assessment Resource Services (MARS) tasks, Engage New York mathematics lessons, and well-defined collaborative group work.



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

1. All teachers, Kindergarten through fifth grade, will utilize the Engage New York Modules to help with pacing of the Common Core Standards in Mathematics. Sixth grade teachers will use CPM mathematics.
2. All teachers will provide a Daily Math Block to teach the Common Core Math Standards.
3. All teachers will utilize the strategy of Number Talks at least three times per week.
4. All teachers will provide time each week for students to access lessons on iReady; teachers will differentiate instruction by assigning specific iReady lessons to individual students, based on student need.

- **Measures:**

End of Module tests, exit tickets, MARS tasks, District determined assessments, iReady lesson post-tests, along with benchmarks in September, January, and May will be used as elements of measure.

- **People Assigned:**

Principal, Classroom Teachers, Coach, District Math Liaison and Coaches will be the staff assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

We will purchase support material to supplement the curriculum currently being utilized while teaching Common Core Standards, continue implementation of Engage New York Math, and provide iReady access for each student.

- **Measures:**

Measures of assessment will include improved scores on End of Module tests and District designated benchmarks and iReady assessments.

- **People Assigned:**

Staff assigned will be the principal, classroom teachers, and coaches.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Classroom math materials and supplies	\$1,786.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: [Extended learning time](#)

- **Task:**

1. After school math academies will be provided for students not at standard in grades 1-6.
2. Tutorials for students and parents to access iReady and other on-line math programs at home will be offered (and can be accessed through the school web page).
3. Boys and Girls Club after school program will provide homework opportunity and tutoring.

- **Measures:**

Measurements will include attendance sheets, exit tickets, classroom and district math assessments, and classroom work.

- **People Assigned:**

Staff assigned will be the principal, classroom teachers, the Support Team, and the Boys and Girls Club Director.

Start Date: [07/03/2017](#)

Completion Date: [06/29/2018](#)

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: [Increased educational opportunity](#)

- **Task:**

1. After school academies will be provided for students below grade level.
2. Teachers will provide small group instruction for students scoring below grade level.
3. In-class opportunities for iReady lessons will be included in each classroom weekly.
4. Teachers will plan and support collaborative group work within the math instruction block.

- **Measures:**

Attendance sheets, lesson plans, observations, student work, Unit test scores, and District determined assessments will be used.

- **People Assigned:**

Classroom teachers, principal, coaches, and Support Staff will be responsible.

Start Date: [07/03/2017](#)

Completion Date: [06/29/2018](#)

> ACTION:STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

1. School math liaison will attend the District Math Team (DMT) meetings at the District level and report information back to colleagues monthly.
2. Teachers will meet regularly at site grade level meetings to ensure Common Core Standards (CCSS) concepts are being taught.
3. Professional Development around Engage New York math, strategies, Common Core math standards, and iReady will occur at least four times during the year after school (Tuesdays) and will be provided by District math coaches and iReady consultants.
4. Teachers participate in Common Core Math Training at the County Office of Education.
5. District math coaches model/demonstrate in the classroom.

- **Measures:**

Staff meeting agendas, lesson plans, observations, student work, and District determined assessments will be utilized.

- **People Assigned:**

Staff assigned are classroom teachers, Principal, math liaison, consultants, and District math coaches.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Sub-Release Teacher Planning	\$3,088.00

> ACTION:INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

1. Parent-teacher conferences will occur in the fall, spring, and as necessary throughout the year.
2. Translation of all necessary documentation will be provided.
3. Action Team for Partnership (ATP) will create goals and actions around mathematics.

- **Measures:**

1. Conferences and meetings will provide information to parents.
2. The number of participants at Action Team for Partnership will be noted.

- **People Assigned:**

Staff assigned will be the principal, classroom teachers, and Community Liaison.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

Translators will be provided for parent conferences and meetings, and the translation of documents.
Child care will be provided for parent meetings.

- **Measures:**

Increased parent involvement as measured by increased numbers at meetings (sign in sheets) will be used to measure parent involvement.

- **People Assigned:**

Community Liaison, translators, child care providers, and the principal will be assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:MONITORING PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

1. Students will be assessed using unit tests, MARS tasks, and district determined assessments.
2. Results of assessments will be analyzed by principal and staff.
3. Student achievement will be discussed at staff meetings and release days 3-5 times per year.

- **Measures:**

Evidence will be in the student achievement levels on student work, observations, End of module tests, Exit tickets, and MARS tasks.

- **People Assigned:**

Staff assigned to this task are classroom teachers, principal, and coaches.

Start Date: 07/03/2017

Completion Date: 06/29/2018

» GOAL: ENGLISH LANGUAGE ARTS

GOAL AREA: READING/LANGUAGE ARTS

LEA Goal:

- Students will be proficient in core subjects.

State Priorities:

- 4 - Pupil Achievement

LCAP Goal:

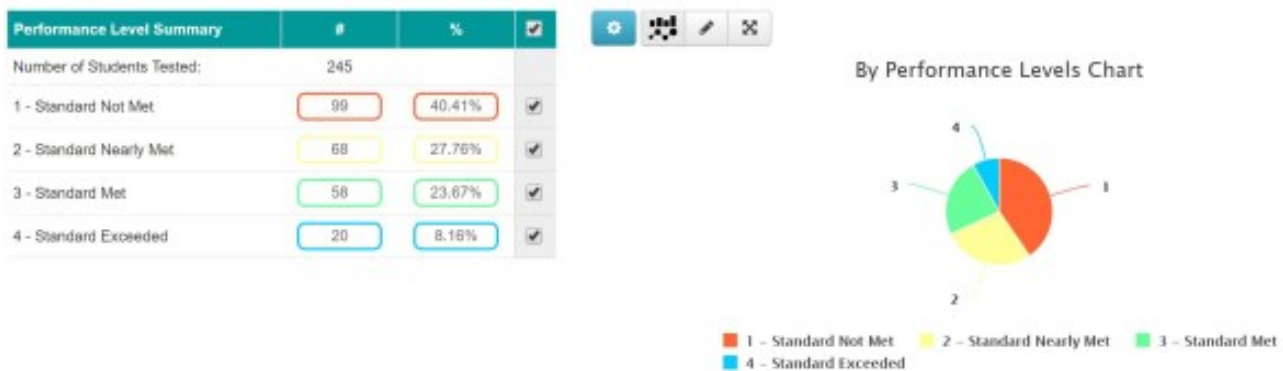
- All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal Statement:

Miner students will establish a base of knowledge across a wide range of subject matter, and will become proficient in curricular areas through research and study. Miner students will be 21st Century learners, becoming strong communicators, collaborators, as well as critical and creative thinkers.

What data did you use to form this goal (findings from data analysis)?

CAASPP, California Language Development Test (CELDT) data, iReady results, Running Records data were all used to form this goal.



What did the analysis of the data reveal that led you to this goal?

Reviewing the data, especially the new CAASPP data, we note that students need to deepen skills in close reading and understanding of non-fiction text. Attention to details found in non-fiction text, leading to deep understanding, is crucial.

What process will you use to monitor and evaluate the data?

We will analyze student achievement improvements on District determined assessments, such as iReady; Performance-based assessments such as Sobrato Early Academic Language (SEAL), Project Based Learning (PBL) Projects, and Writing Portfolios.

Strategy:

Teachers are teaching yearly thematic units based on CCSS.

Teachers are focusing on the 21st Century skills (Communication, Collaboration, Critical Thinking, Creative Thinking).



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- Task:**

1. The Literacy Coach and English Learner Teacher Partner (ELTP) will support all grade levels through SEAL and Project Based Learning strategies.
2. The coaches will be utilized to co-teach, model, and coach the teachers on an on-going basis.
3. Teachers will implement Designated and Integrated English Language Development (ELD) to support the English Language Learners and the English-only learners to develop stronger language skills.
4. Teachers will use Guided Reading during their teaching day to improve the students' instructional and independent reading levels.
5. Teachers TK-5 will participate in the Sobrato Early Academic Language (SEAL) model, and practice the strategies with their students to support language development.
6. Teachers K-6 will utilize Writers' Workshop daily.

- Measures:**

Data collected will include iReady end of lesson assessments, Project Based Learning (PBL) presentations, student work, writing samples and portfolios and other District measures as determined.

- People Assigned:**

Staff assigned will be Literacy and English Learner Teacher Partner coaches, the principal, and classroom teachers.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Literacy Coach	\$139,837.00



ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- Task:**

1. We will provide a variety of instructional materials to improve student achievement and align to the Common Core English Language Arts Standards.
2. All students will use a variety of multimedia materials such as computers, videos, DVDs, and iPads to increase skills.
3. We will provide licenses and access to RAZ Kids and iReady.
4. We will utilize a computer technician consultant to manage the technology issues that arise weekly.

- Measures:**

Increased performance will be measured by California Assessment of Student Performance and Progress (CAASPP), Rigby, iReady, Administrator walk-throughs and observations, teacher observation, student work samples, and the Computer Technician Consultant log.

- People Assigned:**

Staff assigned are teachers, the principal, coaches, computer technician, and the technology liaison.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Raz Kids	\$2,000.00

> ACTION:CLASSROOM SUPPLIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

Monies will be used toward the purchase of materials and supplies that support mastery of the English Language Arts Common Core Standards, the costs of copies (using copier and print shop) and providing support to copy materials (example copier and maintenance agreement), the cost of telephone, and other operating expenses to support classroom instruction.

- **Measures:**

Student results will increase due to aligned classroom materials, as measured by CAASPP, iReady, and teacher and district-made assessments.

- **People Assigned:**

The principal and staff are responsible.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	classroom supplies, technology, print shop	\$1,000.00
Local Control Funding Formula State Compensatory Education	Supplies and materials	\$3,000.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

1. We will provide a variety of before/after school interventions (Academies, Boys and Girls Club).
2. An outside Tech Consultant and the School Tech Liaison will maintain the Chromebooks, computer lab and classroom computers on the network.
3. We will provide after school seminars for GATE students.

- **Measures:**

Data from academies, the Title I intervention providers, Boys and Girls Club, and teacher and principal observations will be used as measurement.

- **People Assigned:**

Teachers, Principal, Title I intervention providers, the technology consultant, Technology Liaison, and the GATE teacher are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	GATE Instructor	\$312.00
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Technology Consultant	\$2,000.00

> ACTION: INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

1. A reading specialist (a volunteer, retired Reading Recovery teacher) provides extra support to kindergarten through second grade through Reading Recovery and small reading group instruction.
2. After school academies are held for students reading below grade level.
3. iReady and other on-line programs are provided to students both during school hours and at home.
4. READ 180/System 44 instruction is provided for 5th and 6th grade students reading well below grade level.

- **Measures:**

Student instructional levels will grow as measured by Rigby, iReady, and running records. Increased student engagement will be noted by classroom teachers and the Principal.

- **People Assigned:**

The reading specialist, coaches, classroom teachers, and the principal are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	San Lorenzo Valley Unified Continuing Contact for Reading Recovery	\$750.00

> ACTION: STAFF DEVELOPMENT

Means of Achievement: Staff development and professional collaboration

- **Task:**

1. Release time for teachers TK-5 participating in SEAL model training will be provided.
2. Release time for teachers 4-6 participating in Project Based Learning (PBL) with a consultant will be provided.
3. Professional materials for SEAL and PBL teachers will be purchased.
4. Release time for teachers to meet with coaches and grade level colleagues across schools will be provided.
5. A teacher-leader participates in the District Literacy Team (DLT) and shares information with colleagues.
6. Professional Development for all teachers in Writers' Workshop will be provided.

- **Measures:**

Measures of achievement will include SEAL implementation, observation, notes from Professional Learning Communities (PLC) and Cycle of Inquiry (COI) notes.

- **People Assigned:**

Staff assigned are the principal, teachers, coaches, and the reading specialist.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Sub- Release Teacher (planning days)	\$5,000.00
Local Control Funding Formula State Compensatory Education	Professional Development	\$15,000.00

› ACTION: INVOLVEMENT OF STAFF & PARENTS

Means of Achievement: Involvement of staff, parents and community

- **Task:**

1. Action Team for Partnership (ATP) will create goals and actions around English Language Arts.
2. The Parent Involvement Component of SEAL includes Parent Workshops throughout the year.
3. The Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent meetings. She will conduct home visits and make phone calls home to increase communication with parents.

- **Measures:**

Improved student achievement will be noted based on District assessments and teacher observation.

- **People Assigned:**

Staff assigned include teachers, the principal, the community liaison, and coaches.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Community Liaison 1hr extra per day	\$14,851.00
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Materials for Parent Workshops	\$500.00

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**
 1. Translator will translate parent and community documents.
 2. Childcare will be provided at parent meetings.
- **Measures:**

Increased parent involvement as measured by increased numbers at meetings (sign in sheet).
- **People Assigned:**

Staff assigned are translators, the community liaison, and child care providers.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Childcare	\$0.00

> ACTION:MONITORING PROGRAM RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**
 1. The principal, coaches and teachers meet 3-5 times yearly to discuss student achievement.
 2. Teachers working in grade level teams (PLCs) weekly to analyze student data.
 3. Staff will analyze student assessments including Rigby, running records, iReady data, student work samples, and teacher created tests.
- **Measures:**

Measurements will include meetings and observations by administrator and Support Team: literacy coach, ELTP coach, Resource Specialist (RS), Speech Therapist, and School Psychologist.
- **People Assigned:**

Classroom teachers, principal, coaches, Speech, Resource Specialist Provider (RSP), School Psychologist and Community Liaison are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018



GOAL: SCHOOL CLIMATE

GOAL AREA: SCHOOL CLIMATE/PARENT ENGAGEMENT

LEA Goal:

- Students will have a sense of relatedness, belonging and voice.

State Priorities:

- 6 - School Climate

LCAP Goal:

- School and classroom environments support learning, creativity, safety and engagement.

Goal Statement:

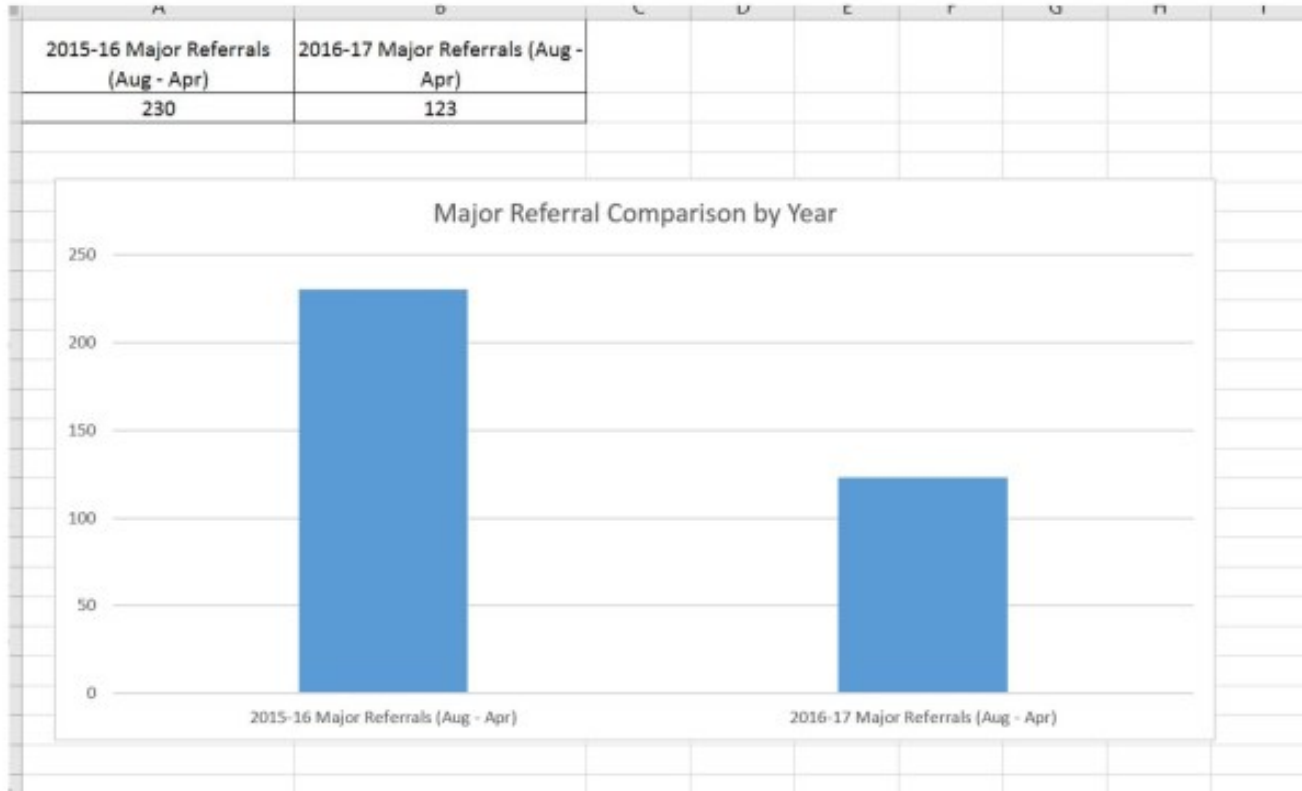
The staff, students, parents and administration will continue to focus on a positive and inclusive school climate at Miner Elementary, using Positive Behavioral Interventions and Supports (PBIS). A positive school climate will serve to improve morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic success. Miner will continue to reduce the number of major referrals.

What data did you use to form this goal (findings from data analysis)?

Surveys were taken from staff; behavior incidents were logged into computer (Infinite Campus) and analyzed over a three year period; the Safe School Plan data was analyzed. Discipline data from Infinite Campus was analyzed.

What did the analysis of the data reveal that led you to this goal?

The number of major behavioral incidents, including those resulting in suspension, continues to decline (there were 20 suspensions in 2014-2015, and 18 in 2015-2016). The number of major referrals was reduced by 43% in 2016-2017.



What process will you use to monitor and evaluate the data?

Discipline data will be entered as it happens. There will be monthly meetings of the PBIS team to review progress, and monthly reports will be made to all staff.

Strategy:

Daily recognition of students displaying desired behaviors (Responsibility, Safety, Respect, Kindness) will occur. All staff will be involved in rewarding students with Mustang Merits as acknowledgment. One student from each class will be recognized daily during morning announcements.

ACTION: ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**
 1. Teachers teach all desired behaviors in all geographic locations at beginning of the year, and re-teach as necessary. For example, "What does it look like to be SAFE on the playground?"
 2. Teachers will utilize their training and materials to reinforce PBIS in order to increase positive student behavior in the classroom and on campus.
 3. Assemblies will be held monthly to promote the positive behavior expectations.

- **Measures:**

We monitor the number of acknowledgements given to students for following the behavioral expectations and the number of behavioral events that occur monthly.

- **People Assigned:**

All certificated and classified staff implement PBIS.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

1. Purchase of chains, tags, merits for student incentives will be made.
2. Mustang Merits and tags are handed out daily; students are recognized publicly.

- **Measures:**

1. All staff will give Miner Merits to students demonstrating respect, responsibility, safety or kindness.
2. Teachers will send one Merit daily to the office to be announced during morning announcements.
3. Those students announced receive a tag for their chain, or other incentive.

- **People Assigned:**

Staff assigned include the principal, teachers, support staff, and classified staff.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Student incentives	\$500.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

4th-6th grade students have the opportunity to be involved in Student Council.

- **Measures:**

The number of disciplinary incidents and referrals will decrease.
Student academic performance will increase as a result of the positive climate on campus.

- **People Assigned:**

The principal, teachers, and all staff are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: [Increased educational opportunity](#)

- **Task:**

1. 4th, 5th and 6th graders participate in Vocal and Performing Arts.
2. TK-3rd graders receive instruction in music.
3. 2nd graders receive instruction in art.

- **Measures:**

Students show positive behavior.

- **People Assigned:**

The principal, District music instructors, and outside art and music instructors coordinate and implement this increased opportunity.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:STAFF DEVELOPMENT

Means of Achievement: [Staff development and professional collaboration](#)

- **Task:**

Teachers will participate in Positive Behavioral Interventions and Supports (PBIS) trainings. Staff will discuss PBIS at staff meetings and Continuous Equity Improvement Team (CEIT) meetings.

- **Measures:**

The Infinite Campus database on student behavior will be reviewed at staff meetings and CEIT meetings.

- **People Assigned:**

The principal, teachers, and all staff are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: [Involvement of staff, parents and community](#)

- **Task:**

1. All staff will work to create a climate where parents feel safe and welcome on campus, in classrooms, at events, and on field trips.
2. The Principal will meet with parents regarding Parent Involvement. Parents will give input for Title I Parental Involvement Policy.
3. Staff will work with Home and School Club to meet the needs of all students and families.
4. The Community Liaison will work with staff, parents and students in providing information from school to home and from home to school. She will translate information in Spanish, and interpret at parent meetings. She will conduct home visits and make phone calls home to increase communication with parents.
5. Miner teachers and parents are participating in the Family Engagement Intervention Program (FEIP), working together to increase parent involvement.

- **Measures:**

1. Increase in attendance at school wide events (Back to School Night, Open House, Movie Nights, Home and School Club) will be noted.
2. Increase in attendance at parent/teacher conferences and parent meetings will be noted.
3. Student attendance will increase. Completion of classroom assignments and class participation will increase due to communication between home and school.

- **People Assigned:**

Staff assigned include the principal, classroom teachers, and Community Liaison.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

1. We will provide noon duty supervisors to supervise TK-6 graders during the lunch period.
2. Students will be referred to Counseling Services through Alum Rock Center on an as-needed basis.

- **Measures:**

1. Reduced referrals and behavioral incidents will be noted.
2. Support Team notes from meetings regarding Counseling referrals will be kept and analyzed.

- **People Assigned:**

Assigned staff include the principal, Noon Duty Supervisors, and Support Staff members.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

PBIS data is reviewed by CEIT and staff on a monthly basis.

• **Measures:**

We will collect data in Infinite Campus and provide printouts for staff.

• **People Assigned:**

Assigned staff include the principal, CEIT team, and classroom teachers.

Start Date: 07/03/2017

Completion Date: 06/29/2018

» **GOAL: ENGLISH LANGUAGE DEVELOPMENT**

GOAL AREA: ENGLISH LANGUAGE DEVELOPMENT

LEA Goal:

- We will close the achievement gap, and accelerate learning for all student groups.

State Priorities:

- 8 - Other Pupil Outcomes

LCAP Goal:

- We will accelerate the academic achievement toward meeting standards for EL, low socio-economic students, Foster Youth and students with special needs.

Goal Statement:

All English learners will increase a minimum of one or more proficiency levels on CELDT (California English Language Development Test) annually in order to be proficient in grade level CCSS as well as CELDT.

Students will use the 21st Century Skills of collaboration and communication.

What data did you use to form this goal (findings from data analysis)?

Results from CAASPP and CELDT were used to form this goal.



What did the analysis of the data reveal that led you to this goal?

The analysis revealed that creation of structured activities within the classroom involving collaboration and communication will be beneficial to English Language learners; strengthening skills in oral and written communication in English is also critical.

What process will you use to monitor and evaluate the data?

We will use the following to monitor and evaluate the data:
CELDT, District designated assessments, observation.

Students making progress during the school year should be moving groups as they improve.

Strategy:

Strategies to be used include the SEAL model in TK-5; READ 180/System 44 for EL levels 2,3 in 5th and 6th grade. Teachers work with the ELTP coach, and discuss progress and needs of EL students and strategize together.



ACTION:ALIGNMENT OF INSTRUCTION

Means of Achievement: Alignment of instruction with content standards

- **Task:**

1. Teachers implement Designated ELD at all grade levels.
2. Teachers implement Integrated ELD throughout the day in all subject areas.
3. ELTP coach works with all teachers to provide integrated and designated ELD.
4. ELTP coach will implement and monitor the CELDT testing process on site.
5. Teachers in TK-5 will implement strategies learned in SEAL.

- **Measures:**

Data from the CELDT will be analyzed yearly.

- **People Assigned:**

Assigned staff include classroom teachers, ELTP coach, the principal, the District English Learner Administrator, and the Literacy Coach.

Start Date: 07/03/2017

Completion Date: 06/29/2018



ACTION:STRATEGIES AND MATERIALS

Means of Achievement: Improvement of instruction strategies and materials

- **Task:**

1. Designated ELD will utilize flexible small groups based on instructional need.
2. Materials will be purchased to supplement instruction (non-fiction texts, leveled readers, realia, manipulatives, tradebooks, Scholastic Magazine).
3. Researched-based English Learner strategies will be used by teachers and instructional assistants.
4. Teachers will create a print-rich environment (TK-5 using SEAL strategies).
5. Teachers will use technology to support classroom learning.
6. Teachers will utilize the leveled book room.
7. Materials will be purchased to support best practices (SEAL, PBL).

- **Measures:**

Assessment measures include: CELDT, iReady, teacher observation, and student work samples.

- **People Assigned:**

Staff assigned include classroom teachers, the ELTP coach, the principal, instructional assistants, and the Support Team.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
Local Control Funding Formula State Compensatory Education	Print Shop	\$1,000.00
Local Control Funding Formula State Compensatory Education	Classroom Materials	\$3,531.00

> ACTION:EXTENDED LEARNING TIME

Means of Achievement: Extended learning time

- **Task:**

We will provide English Learner after school Literacy Academies.

- **Measures:**

Measures include data from CELDT and iReady.

- **People Assigned:**

Classroom teachers, the principal, Support Staff, the ELTP and Literacy Coach are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:INCREASED OPPORTUNITY

Means of Achievement: Increased educational opportunity

- **Task:**

The staff provides multiple opportunities for small group instruction for the students performing below grade level.

- **Measures:**

Teacher observations of student progress are conducted daily.

- **People Assigned:**

Classroom teachers and coaches are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:STAFF DEVELOPMENT

Means of Achievement: [Staff development and professional collaboration](#)

- **Task:**

1. PLC work/Cycle of Inquiry, planning and student data analysis will be accomplished on professional development days.
2. Release time for PLC work, planning, and data analysis will be provided.
3. Release time for SEAL professional development will be provided.

- **Measures:**

Increase in achievement will be noted, as measured by teacher observations and district assessments.

- **People Assigned:**

Classroom teachers, the principal, the Literacy and ELTP coaches, District Office personnel, as well as SEAL facilitators and trainers will be utilized.

Start Date: 07/03/2017

Completion Date: 06/29/2018

Funding Resources	Related Expenditures	Estimated Cost
NCLB-Title I, Part A, Basic Grants Low Income and Neglected	Sub-Release time	\$4,672.00
Local Control Funding Formula State Compensatory Education	Sub-Release time	\$5,000.00

> ACTION:INVOLVEMENT OF STAFF AND PARENTS

Means of Achievement: [Involvement of staff, parents and community](#)

- **Task:**

Family nights and Gallery Walks during class time will be scheduled.

- **Measures:**

Improved student achievement will be noted, based on District assessments and teacher observation.

- **People Assigned:**

All staff, the principal, and coaches are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:AUXILIARY SERVICES

Means of Achievement: Auxiliary services for students and parents

- **Task:**

1. Translator will translate parent and community documents.
2. Childcare provided at parent meetings.

- **Measures:**

Increased parent involvement as measured by increased numbers at meetings (sign in sheets).

- **People Assigned:**

Translators, the community liaison, District Office personnel, and the principal are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

> ACTION:MONITORING PROGRAM AND RESULTS

Means of Achievement: Monitoring program implementation and results

- **Task:**

1. The ELTP coach coordinates CELDT testing in order to group students for ELD instruction.
2. The administrator and Support Team meet regularly to discuss student progress.
3. Staff will analyze student assessments including CELDT, running records, student work samples and teacher-made tests.

- **Measures:**

Measurements include meetings and observations by the administrator and Support Team.

- **People Assigned:**

Classroom teachers, the principal, the ELTP and Literacy coaches, and the Support team are assigned.

Start Date: 07/03/2017

Completion Date: 06/29/2018

» **FUNDING PROGRAMS INCLUDED IN THIS PLAN**

- Each state and federal categorical program in which the school participates.

Total Site Plan Budget : **\$203,827.00**

Total Annual Expenditures for Current School Plan: **(\$203,827.00)**

Balance: **\$0.00**

Funding Resource Code	Funding Source	Allocation / Expenditure
3010	NCLB-Title I, Part A, Basic Grants Low Income and Neglected	\$172,708.00
	Staff Development	(\$4,672.00)
	Strategies and Materials	(\$1,786.00)
	Classroom Supplies and Materials	(\$1,000.00)
	Alignment of Instruction	(\$139,837.00)
	Strategies and Materials	(\$2,000.00)
	Extended Learning Time	(\$312.00)
	Extended Learning Time	(\$2,000.00)
	Increased Opportunity	(\$750.00)
	Staff Development	(\$5,000.00)
	Involvement of Staff & Parents	(\$14,851.00)
	Involvement of Staff & Parents	(\$500.00)
	Auxiliary Services	(\$0.00)
	Balance:	\$0.00
790	Local Control Funding Formula State Compensatory Education	\$31,119.00
	Staff Development	(\$15,000.00)
	Classroom Supplies and Materials	(\$3,000.00)
	Staff Development	(\$3,088.00)
	Staff Development	(\$5,000.00)
	Strategies and Materials	(\$500.00)
	Strategies and Materials	(\$1,000.00)
	Strategies and Materials	(\$3,531.00)

Funding Resource Code	Funding Source	Allocation / Expenditure
Balance:		\$0.00

» SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the School through the Consolidated Application, by the school site council. The current make-up of the school site council is as follows:

Name	Represents	Contact Info	Reviewed Plan Date
Madeline Chandler	Parent or Community Member	madelinechandler@sbcb	09/28/2017
Lisa Barlesi	Principal	lkbarlesi@ogsd.net	09/28/2017
Angie Arellano	Other School Staff	aarellan@ogsd.net	09/28/2017
Kristen Hoobler	Parent or Community Member	krisshoobler@gmail.com	09/28/2017
Joelett Reyna	Parent or Community Member	Joelett_reyna@yahoo.com	09/28/2017
Priscilla Fraide	Parent or Community Member	Priscilla1987fraide@icloud.com	09/28/2017
Megan McGrady	Classroom Teacher	mmcgrady@ogsd.net	09/28/2017
Eva Marcoida	Other School Staff	emarcoida@ogsd.net	09/28/2017

TOTAL NUMBER OF SCHOOL SITE COUNCIL MEMBERS

	Principal	ClassRoom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Number of members of each category	1	1	2	4	0

» **RECOMMENDATIONS AND ASSURANCES**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Hispanic Parent Group		Signature
Staff Meeting		Signature
Site English Learner Advisory Committee (SELAC)		Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed here in form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

10/02/2017

Attested:

Lisa Barlesi, Principal		
Typed name of School Principal	Signature of School Principal	Date
Madeline Chandler		
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date



ANALYSIS OF CURRENT EDUCATIONAL PRACTICE

Use of state and local assessments to modify instruction and improve student achievement (ESEA):

The California Student Performance and Progress (CAASPP):

The CAASPP System is intended to provide parents and students more accurate and actionable information about what students are learning. Because the Smarter Balanced Assessments, which are administered as part of the CAASPP System, are computer adaptive, these assessments will also provide better information about the needs and successes of individual students. The Smarter Balanced Assessment Consortium (Smarter Balanced) is a state-led consortium working to develop next-generation assessments that accurately measure student progress toward college- and career-readiness. Oak Grove staff and students may use formative assessments to inform the instruction in the classroom. We will also use the Smarter Balanced interim assessment mid-January to determine if students are at standard. iReady is used in fall and spring to measure levels in math and ELA for grades K-6.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC):

Teachers will continue to meet as Professional Learning Communities using the Cycle of Inquiry process to monitor student progress monthly. Teachers will monitor students' reading levels through Guided Reading Running Records and iReady assessments. During the Cycle of Inquiry process, teachers will modify their instruction to meet the needs of students. Through Number Talks and MARS Tasks, staff will gain insight on students' understanding of mathematical practices. The ELA and Math Unit Tests will also provide information for staff and students as to where to modify instruction and align to the Common Core State Standards.

Status of meeting requirements for highly qualified staff (ESEA):

Oak Grove works collaboratively with the local colleges and a neighboring school district to assist with training staff to become highly qualified. All teachers in Oak Grove are highly qualified.

Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC):

The principal has completed all required coursework, and receives additional professional development through Curriculum and Instruction Meetings.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC):

Oak Grove provides new teachers to the profession an Induction Program that aligns with the California Standards for the Teaching Profession. Teachers hired with experience are required to show evidence that they are highly qualified and have received the appropriate coursework prior to employment in Oak Grove.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA):

The needs of the school were identified based upon the district and school goals, and the performance data of students. Specific training has been and will be provided as follows:

- Common Core State Standards Implementation
- Text Complexity and Text Dependent Questions
- Number Talks

- MARS Tasks
- Cycle of Inquiry
- Four types of reading and writing (guided, shared, independent)
- Culturally Responsive Teaching and Culturally Relevant Materials
- Engagement of students, specifically Hispanic ELs and students of color
- Technology (integrated use of technology in the classroom, such as Google Apps and Classroom)
- Differentiated instruction and Response to Intervention
- Positive Behavioral Interventions and Supports (PBIS)
- Student Success Team Process

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC):

There are district coaches for integrating technology in all content areas, Positive Behavior Intervention Support (PBIS), CCSS Mathematics, Project Based Learning and ELA, and English-language development Teaching Partners (ELTP) who assist teachers throughout the district in the Cycle of Inquiry, Common Core Balanced Literacy, and implementing the English Language Arts/English Language Development (ELA/ELD) Framework.

Teacher collaboration by grade level (K-8) and department (9-12) (EPC):

Teacher leaders meet regularly to review student work and assessments. Continuous Equity Improvement (leadership) Team meetings are scheduled once per month with emphasis on analyzing assessments, student work, planning staff development activities, and modifying the instructional program.

Grade level collaboration occurs weekly, as well as on the adjusted days. Teachers use the Cycle of Inquiry process to analyze data, reflect and plan.

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA):

Staff plans, implements, and evaluates aligned curriculum and instruction which ensure students are learning the CCSS. Instructional practices are best practices as outlined in the research, and exemplary programs as identified through State and federal projects. Strategies include those identified as effective in improving the achievement of children in preparation for career and college readiness. One focus is to have students learn to read and read to learn. Daily practice in reading and writing is a top priority. The staff realizes the importance of student support and offers a variety of teaching and learning opportunities to meet the needs of individual learners as it aligns to standards. Materials and resources are selected around effective methods and instructional strategies that are scientifically researched-based.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC):

The principal reviews daily schedules and ensures that there are appropriate instructional minutes for English Language Arts, Mathematics, Science, History Social Science (embedded or integrated), and Physical Education.

Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC):

The instruction of grade level CCSS in ELA and math are mapped out prior to the start of the year. The standards are broken into integrated units of study (the integration of ELA with science and social studies). The daily schedule established by grade level or department teams provides flexibility for interventions throughout the day such as Guided Reading in the elementary

schools and/or small group instruction.

Fiscal support (EPC):

The Oak Grove Business Services Division meets annually with the principal to establish projected budgets. The meeting ensures coordination of all school funds for the following year. The projected budget is then brought to the School Site Council for approval as part of the SPSA approval process. Expenditure of funds must be used to raise the academic achievement of students to the level of State standards. Activities/actions funded must supplement the core educational program for students not yet meeting proficiency.

Availability of standards-based instructional materials appropriate to all student groups (ESEA):

All students have access to the standards-based core instructional materials. Prevention and intervention strategies ensure that general education and special needs students have access to and success in the core curriculum. Students who experience difficulty mastering standards are given timely additional assistance and increased learning time is offered through the following programs: Literacy Academies (extended day/week), Safe School Specialist, and Community Liaisons who assist in ensuring good student attendance. Assessment data for Gifted And Talented Education (GATE) students is disaggregated and dealt with as part of the annual review. Three staff meetings are scheduled by the District each year to share ideas, and brainstorm program options. GATE students may participate in site-based programs developed by staff, site administration, and parents. Teachers, parents, or site administrators refer students for consideration for the GATE program. Referral packets are available in English, Spanish, and Vietnamese. The identification process consists of search, nomination, screening, selection, and review. The search for students with outstanding intellectual, academic, and creative potential begins at third grade. Typically, students begin to receive GATE services in fourth grade. In the spring every third grader is screened for GATE. Once group testing is completed, all data are sent to the District Office where the information is processed and reviewed. Students with test scores that are inconsistent with parent or teacher perceptions receive special consideration. Student Success Teams (SSTs) have the ability to make a provisional placement for a year in order to evaluate the student's ability to benefit from the program. When appropriate students with special needs use System 44 or Read 180. READ 180, the most effective reading intervention program, is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. Designed for any student reading two or more years below grade-level, READ 180 leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC):

At the beginning of each year, staff completes the Williams Bill textbook audit to ensure all students have access to State approved instructional materials. The materials also provide intervention materials to support students needing additional resources in learning the standards. Oak Grove students and staff will implement the Common Core State Standards, tests, and instructional strategies.

Services provided by the regular program that enable underperforming students to meet standards (ESEA):

The use of time in the instructional day as well as extended day programs are made available to students who are underperforming. Students below standard are identified and the instructional decisions are based on student work and assessment results. For example, elementary students are grouped by reading level for guided reading. At the intermediate schools, there are support classes provided.

The instruction is intended to support the core curriculum and provide necessary assistance to students in order for them to achieve academic success. Students meeting specific criteria are reclassified to "fluent English proficient," and their progress is monitored by ELD staff. Assessment of student performance/success is conducted with linguistically appropriate tools.

Resource Specialist Program (RSP): After all necessary modifications have been implemented, and a student has

been reviewed through the Student Success Team process, mandated assessment for eligibility for special education services occur. When students with specific learning disabilities have met eligibility criteria for services, they are placed in the Resource Specialist Program. This program is designed to provide support to students who are placed in a regular education classroom for more than 50% of the school day. The specially designed instruction program, as identified through the Individualized Education Plan (IEP), is developed in consultation with parents and school staff. The Resource Specialist may provide direct instruction as a pull out to a separate classroom or may work directly in the general education classroom. The instruction may be individualized or small group.

In addition, Adapted Physical Education (APE) is utilized when appropriate. Instructional support may be offered in combination with non-identified students. The RSP instructional assistant may provide direct instruction in the general education classroom to identified and non-identified students. The instructional assistant works under the supervision of the RSP teacher. The RSP teacher provides ongoing assistance to the general education teachers as needed. Students are evaluated yearly to review progress and determine placement in the least restrictive environment. All special education students are fully included into the educational program.

Speech: Students with diagnosed speech and language difficulties receive services from the Speech and Language Pathologist. The frequency and manner of service delivery are identified through the Individualized Education Plan (IEP) process. The program is designed in consultation with parents and school staff. Students may receive services as a pull out from general education class or may be included in the classroom. The speech and language pathologist works in collaboration with general education classroom teacher to provide a language-enriched program. Students are evaluated yearly to review progress.

Psychologist Services and Counseling Support Services: Students with a need for mandated psycho-educational testing receive the services from the school psychologist. Psychologists may also provide counseling for students. Psychologists provide support to the general education teacher regarding appropriate behavior intervention techniques in the classroom.

Health: Services from the school/District nurses are available upon request. Students participate in mandated screening by the school nurse in vision, hearing, and scoliosis at specified grade levels. School nurses and health clerks provide support to families in need of services by linking them with possible health care providers or health support agencies in the community.

Research-based educational practices to raise student achievement at this school (ESEA):

Rigor, relevance, and relationships are three elements that provide the hallmark for education today. These three elements are integrally connected; if one is missing in a teacher's teaching practices, he or she is not doing his or her best to prepare students for success in school and in life. To ensure the inclusion of both rigor and relevance, the International Center created the Rigor/Relevance Framework for teachers to use to examine curriculum and plan instruction and assessment. The framework consists of four quadrants that reflect these two dimensions of higher standards and student achievement: (1) "Knowledge taxonomy," which describes the increasingly complex ways in which we think; and (2) Application Model developed by the International Center, which describes five levels of relevant learning.

Resources available from family, school, district, and community to assist under-achieving students (ESEA):

Home and School Club is an active volunteer organization that supports the educational programs at school. Their financial assistance from fundraisers provides for field trips, science assemblies, computers, computer programs, library books, science camp, and classroom supplies. Home/school communication: The Parent Newsletter goes home along with other District flyers. Teachers contact parents on a regular basis through newsletters, the weekly envelope, phone calls, and conferences. Back to School Night and Open House offer parents an opportunity to view school programs and student products. Parents are invited to serve on various site and District committees to gain additional information about support programs.

Parent conferences to set goals for students are held in the fall, and conferences to review student work and report cards are held in the Spring. Students and their families come from many different schools within the District, from other public schools, from home schooling, and from private schools. The need to create a cohesive unit from so many diverse parts has been an

important focus each school year. Staff, parents, and students are aware of establishing precedents and creating a program which will serve to create a unified and safe school environment. Research findings tell us that students do better academically when parents take an active role in their children's learning, and students are more successful in school when schools have strong linkages with, and respond to, the needs of the communities they serve. We inform parents/guardians that they can directly affect the success of their children's learning and provide those techniques and strategies that they may use to improve their children's academic success. We initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

Strategies to increase parent involvement include:

- Sending materials home translated in Spanish
- Book faire/multi-media night
- Parent Involvement Day Activities
- Parent involvement in multicultural activities around the campus
- Parent involvement in District and Site committees such as School Site Council and District Advisory Council
- Home and School Club, District Advisory Committee, Hispanic Parent Meetings, and African-American Koffee Klatches.

Additionally, the school utilizes the following strategies for acquiring additional assistance, which may be available to the student at the school and elsewhere in the community:

- Other community involvement (e.g. Boys and Girls' Club, San Jose Public Library)
- Involvement with Community Agencies (e.g. District Attorney Truancy Project, Gang Mediation, Clean Neighborhood/School)
- Campus Projects (e.g. Campus Beautification)

Numerous local and district committees and parent training programs are in place to gather input from parents as well as to provide training and information. English-language development for parents is offered through Oak Grove School District. Staff works with on-campus childcare providers to ensure their programs are aligned to district instruction.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932):

We encourage parents/guardians to serve as volunteers in the schools and participate in site councils, advisory councils, and other activities in which they may undertake governance, advisory, and advocacy roles. School Site Council (SSC) is one of the advisory councils. The council is composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents. The council is constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents. The purpose of the Single Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The SPSA must be based on an analysis of verifiable State-level data, including results of the CAASPP and the California English Language Development Test (CELDT), as well as district assessments. The SPSA template contains sample tables of state- and local-level data on student performance. Using such measures of student performance, the school site council must identify significant low performance among all student groups. The School Site Council (SSC) should then decide which data summaries to include in the plan as most informative and relevant to school goals adopted by the council. The SSC next considers the relationship between the current instructional program and conclusions reached from the analysis of student data. This analysis will help determine those program areas that need to be addressed to raise the performance of student groups not meeting academic standards. An accurate assessment and thoughtful analysis of the current instructional program is essential to raising academic performance among identified groups of students. The district and school administration is responsible for implementing the SPSA as approved by the Board of Trustees. Administration of the plan includes assigning, directing, and supervising project staff; purchasing materials and equipment; and accounting for project funds. The administration also may support the planning process by providing training and information to the council.

Once the plan is approved, the responsibility of the SSC is to monitor the effectiveness of planned activities and modify those that prove ineffective. Monitoring will be made easier if the plan specifies actions, dates, and estimated costs.

Services provided by categorical funds that enable underperforming students to meet standards (ESEA) :

Programs are provided to support student achievement through restructuring of the instructional day, by means of extended day/week/year programs. Assessments are monitored and adjustments to the instructional program occur three times per year. Coordination of supplemental programs (e.g. Special Education, English Learner Services, GATE, etc.) occurs through the Cycle of Inquiry and Student Success Team (SST) process, during grade level meetings, during planning time as part of adjusted days, and during various staff development offerings where standards, assessment, and performance are discussed. All students, including general education, English Learner (EL), Fluent English Proficient (FEP), GATE, and Special Education students participate in the core curriculum, and receive supplementary activities/assistance through the categorical funds to support and extend the core program.